

Unit 03: La vida de la ciudad y del campo

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	La vida de la ciudad y del campo
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>
<p>Physical Education /Health-Driving around the city vs the country side.</p>
<p>Music/History-Music will be compared with a genre of an English speaking -country.</p>
<p>Science-Enviromental discussing how camping relates to the environment.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://www.liveworksheets.com/>

<https://quizizz.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<https://www.youtube.com/>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

Standard 7 [World language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (world language)

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSENT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSENT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as

critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
compare and contrast the different methods of transportations used in other countries.	
Communicate what they need when traveling in Spanish Speaking countries.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What methods of transportations do people use in other countries and where do they go? • How do you communicate what you need when traveling in Spanish speaking countries? • How is traveling in a Spanish speaking country compared with traveling in the United States?

<p>to additional bodies of knowledge.</p> <ul style="list-style-type: none"> • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to participate in multilingual communities. 	<ul style="list-style-type: none"> • How can knowing the language and culture of another country help me be a successful traveler?
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Acquisition

<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • Vocabulario • Driving • Road signs • Giving directions • Train travel • The country/Camping activities <p>Language structure in context</p> <ul style="list-style-type: none"> • Formal commands • Nosotros commands • Review: Preguntar and Pedir • Subjunctive: Regular verbs • Subjunctive: Irregular verbs and impersonal expressions • Por vs. Para 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Giving advice about driving in the city • Identify road signs • tell others what to do • ask for and give directions • Making generalizations about what's important, useful, and necessary • talking about train travel • talking about camping activities • making request, suggestions, and demands
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments

Week 1: Introduction of new vocabulary

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities activities for unit vocabulary practice
 - Interpersonal Practice: ¡A tomar la prueba de manejar! (IP) - discuss with your partner, use the graphic organizer and be ready to present to the class.
 - Práctica de vocabulario interpretive and presentation

Week 2: Application of vocabulary

- Unit vocabulary practice -Vocabulary practice
- Impromptu dialogues (describing places in the city)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Answer direct responses to questions using acquired vocabulary

Oral and written Interpretive tasks

Weeks 3: Talking about the city while introducing and practicing a [Formal commands](#)(using vocabulary) Ud.and Uds

- Games to practice grammar structure content (Quizlet, Quizizz, bingo, etc)
- Presentational practice:
- Interpersonal practice:
- Presentational and Interpretive practice of language structure

Week 4: Application and use of the unit's

- Classroom oral and written interactions and individual written activities. All assessments that are not impromptu conversations are recorded in our GC and Flipgrid.
- Interpretive assessment (Vocabulary)
- Application of language structures
- Interpretive Assessment (Lectura)
- Interpersonal Assessment
- Presentational assessment "Folleto turistico"
- Presentational Communication "Normas de seguridad para pasajeros"
- Presentational Assessment:
- Students will work on completing: La ciudad y el campo Interpersonal/ Presentational assessment: Folleto turistico
- Students' final revisions project. Project ready for assessment
- Students' recording and designs are uploaded to FlipGrid
- Students demonstrate understanding of oral speech by completing interpretive section

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
- Show and tell
- Presentations, Dialogues
- Class discussions
- Answering yes and no, direct response questions using previously acquired vocabulary
- Presentation both face-to-face and recorded of

vocabulary with Summative assessment, and introduction of new language structure in context, how to make commands.

Vocabulary and language structure practice using Quizlet:

- Practice Day 1 mandatos con nosotros
- [Tic-Tac Toe](#) (cambiar fotos a los commandos)

Week 5- Application of vocabulary “La ciudad y el tránsito”

- Unit vocabulary practice -Vocabulary practice
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Week 6- Introduction of new Language structure: El subjuntivo: verbos regulares y con cambios ortográficos Google slide

- Interpersonal communication: Activity 27 ¿Qué debemos hacer?
- Interpersonal communication: Activity 28 ¡Quiero que tengas éxito!

Week 7- Unit vocabulary practice -Vocabulary practice

Grammar Structure-Subjunctive with interpersonal expressions

- Interpersonal activity-
- Interpretive activity-Lectura “De punta a punta : El transporte en Chile
- Interpretive activity-Lectura “Un viaje al sur chileno”
- Reading Comprehension-Dos palabrasde

the Unit’s practices, products, and perspectives

- Listening activities
- Watch videos in Spanish.
- Listen to songs in Spanish.
- Listen to dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Isabel Allende

Week 8-Culmination of unit

- Unit Vocabulary 2-Vocabulary practice
Voy a acampar por primera vez .
- Interpersonal communication-¿Qué sugerieren Uds.?
- Interpersonal communication-Lo mejor del desierto.
- Presentational communication-¿se lo recomiendan o se lo exigen?
- Presentational communication-¿Qué nos recomienda?

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Introduction of new vocabulary

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Slides presentation of unit vocabulary
- Teacher-created digital activities activities for unit vocabulary practice
 - Interpersonal Practice: ¡A tomar la prueba de manejar! (IP) - discuss with your partner, use the graphic organizer and be ready to present to the class.
 - Práctica de vocabulario interpretive and presentational

Week 2: Application of vocabulary

- Unit vocabulary practice -Vocabulary practice
- Impromptu dialogues (describing places in the city)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Answer direct responses to questions using acquired vocabulary

Oral and written Interpretive tasks

Weeks 3: Talking about the city while introducing and practicing a [Formal commands](#)(change the google slides using vocabulary) Ud.and Uds

Games to practice grammar structure content (Quizlet, Quizizz, bingo, etc)

- Presentational practice:
- Brief interpersonal communication:
- Interpersonal practice:
- Presentational and Interpretive practice of language structure

Week 4: Application and use of the unit's vocabulary with Summative assessment, and introduction of new language structure incontext, how to make commands.

Vocabulary and language structure practice using Quizlet:

Picture prompt presentational writing task

Groups discuss the answers (groups) and share with class.

Students interact with this presentation Nosotros commands -

Introduction of language structure.

- Practice Day 1 mandatos con nosotros (Buscar presentacion)
- [Tic-Tac Toe](#) (cambiar fotos a los commandos)

Teacher-created communicative activities for unit language structure's practice

- Activity 12 ¿Seguimos o no?
- Interpersonal activity Activity 13 ¿Qué hacemos?
- Interpersonal activity Activity 14 Indicaciones utiles
- Interpretive practice: (Poner una Lectura)
- Interpretive practice: Lectura ¿A dónde vamos a bailar tango? pg 221:

Week 5- Application of vocabulary “La ciudad y el tránsito”

- Unit vocabulary practice -Vocabulary practice
- Impromptu dialogues (describing places in the city and in the countryside)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Answer direct responses to questions using acquired vocabulary

Oral and written Interpretive tasks

- Introduction Preguntar vs. Pedir

Week 6- Introduction of new Language structure: El subjuntivo: verbos regulares y con cambios ortográficos Google slide

- Applying the newlanguage structure:
- Applying the newlanguage structure:

- Interpersonal communication: Activity 27 ¿Qué debemos hacer?
- Interpersonal communication: Activity 28 ¡Quiero que tengas éxito!
- Presentational Communication “Normas de seguridad para pasajeros”

Week 7- Unit vocabulary practice -Vocabulary practice

Grammar Structure-Subjunctive with interpersonal expressions.

Presentational Assessment:

Grammar Structure-Subjunctive Stem-Changing verbs.

- Interpersonal activity-
- Interpretive activity-Lectura “De punta a punta : El transporte en Chile
- Interpretive activity-Lectura “Un viaje al sur chileno”
- Reading Comprehension-Dos palabras de Isabel Allende

Week 8-Culmination of unit

- Unit Vocabulary 2-Vocabulary practice Voy a acampar por primera vez . Grammar structure-*Por y Para*
- Hablar del campo Un correo electrónico para su tío Interpersonal/Presentational-No hay que regatear
- Grammar structure-Subjunctive (*Más*)
- *Por primera vez, Unos conejos.*
- Interpersonal communication-¿Qué sugieren Uds.?
- Interpersonal communication-Lo mejor del desierto.
- Presentational communication-¿se lo recomiendan o se lo exigen?
- Presentational communication-¿Qué nos recomienda?
- Application and use of the unit’s vocabulary with practice assessment
- Impromptu dialogues adding on to last week’s vocabulary to incorporate new language structure
 - Students will work on completing: La ciudad y el campo Interpersonal/ Presentational assessment:Folleto turístico

- Students' final revisions project. Project ready for assessment
- Students' recording and designs are uploaded to FlipGrid
- Students demonstrate understanding of oral speech by completing Interpretive section

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ and students with 504 plans

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for aural comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele

- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Thinglink
- LiveworksheetsAudiolingua
- [Locura de marzo](#)
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises
- Teacher-created worksheets and information
- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and

advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	